BA Video Game Maker 11

District Name: Kamloops/Thompson River

District Number: District # 73

Developed by: Joe Cimmarrusti

Date Developed: January 10th, 2004

School Name: Brocklehurst Secondary School

Principal's Name: Mr. Tom Elliot

Board/Authority Approval Date: 2005/05/30

Board/Authority Signature:

Course Name: Video Game Maker 11

Grade Level of Course: Grade 11

Number of Course Credits: 4 Credits

Number of Hours of Instruction: 120 hours

Prerequisite(s): No prerequisites.

Special Training, Facilities or Equipment Required: Computer Lab with PIII 650MHZ, teacher or resource person will require knowledge of the video game industry, and be experienced with several art packages, plus Game Maker 6.

Course Synopsis:

This course has been developed to introduce the student to both classical and modern video games. Students will learn the history of video games, the related social issues, and explore various genres of video game creation. The students will be expected to think creatively, designing their own sprites, sounds and themes.

Rationale:

This course has been developed as an introduction to the field of video game creation. Students will be able to explore the various techniques used in this exponentially growing multi-billion dollar industry. Game development skills will be stressed as well as student creativity. Students will be encouraged to explore all the major genres of video games throughout the course. They will be expected to create game layouts, examine the architecture of a game, character development, backgrounds, audio, and animations.

Organizational Structure:

Unit/Topic	**Title**	**Time**
Unit 1	Introduction and History	5 hours
Unit 2	Game Play	5 hours
Unit 3	Designing a Game, Architecture and Techniques	5 hours
Unit 4	Designing with Game Maker, Game Worlds & Balance	10 hours
Unit 5	Creating Different Types of Games	95 hours
	Total Hours	120 hours

Unit/Topic/Module Descriptions:

Unit 1: **Introduction and History**

Overview

With the aid of the internet, students will study the history of video games and applied hardware. The history of graphic technology and interaction techniques will also be covered. A written test or presentation will follow the end of this unit.

Curriculum Organizers and Learning Outcomes

It is expect that students will be able to:

- Identify different hardware used to make video games during the last 30 years.
- Identify various historical games that influence current video games.
- Demonstrate an understanding about graphic technology and how it has changed.
- Demonstrate an understanding about how we currently interact with games.

Unit 2: **Game play**

Overview

Students will be introduced to what game play is, the diversifying game market, and what constitutes a successful game. Students are to create a PowerPoint presentation critiquing a series of game titles.

Curriculum Organizers and Learning Outcomes

It is expected that students will be able to:

- Identify various game genres (action, fighting, sport simulators, etc).
- Identify the crucial aspects that determine various game types.
- Identify the different types of gamers that play games.
- Demonstrate an understanding of what determines a good game.

Unit 3: **Designing a Game, Architecture and Techniques**

Overview

Students in this unit will further learn what ingredients are needed to create a great game. One critical and sometimes ignored element is the formal structure of the game (rules). Finally, students will continue to develop their awareness pertaining to good game development by submerging themselves into Game Architecture where the hardware must meet the software. Students will be presented a game they are unfamiliar with, and create a formal review.

Curriculum Organizers and Learning Outcomes

It is expected that students will be able to:

- Demonstrate an understanding about what ingredients make a good game.
- Demonstrate the formal meaning of the word “a game”.
- Identify the different rules that form the structure of a game.
- Demonstrate the ability to formally review game titles.
- Demonstrate an understanding of game architecture.

Unit 4: **Designing with Game Maker, Game Worlds & Balance**

Overview

Students will finally be learning how to interact with the Game Maker program. The program’s interface, its limits and capabilities will be revealed. They will modify an example game in order to familiarize themselves with Game Maker’s interface. Near this unit’s end, students will start developing their first game. At the end of this unit students will formally review each other’s first finished game to determine its strengths and weaknesses.

Curriculum Organizers and Learning Outcomes

It is expected that students will be able to:

- Demonstrate the ability to understand and use the Game Maker interface.
- Demonstrate the ability to modify already created sprites and create original sprites using an art program.

- Demonstrate the ability to understand the limits and potential of using Game Maker as a creative tool.
- Demonstrate what a balanced game must include.
- Create a story that will interest the gamer.

Unit 5: **Creating Different Types of Games**

Overview

Now that students are familiar with the Game Maker interface, they will begin constructing games using their own fabricated graphics, sound and design. The genres covered Game Maker Version 6.0(Program). , Photodraw Version 2(Drawing Program), Corel Draw 10(Drawing Program). Game Worlds, Balance, and Storytelling will be a maze game, a platform and a scrolling shooter.

Curriculum Organizers and Learning Outcomes

It is expected that students will be able to:

- Develop a maze game that incorporates appointed criteria.
- Develop a platform game that incorporates appointed criteria.
- Develop a scrolling shooter that incorporates appointed criteria.

Instructional Component:

- Direct instruction through lecture and class discussions on various course topics that include history, game play and design. Step by step instruction will be based on illustrating functions of Game Maker's interface.
- Student will be exposed to videos, internet sites, and old arcade classics to expand their knowledge of videogame history, and to reinforce what makes an excellent game.
- Indirect instruction by the students through inquiry, induction, problem solving. They will research websites directly, evaluate old arcade classics, and the new creations of their classmates.
- After being progressively introduced to new Game Maker features, students will try these independently.
- Analysis of other commercial arcade/computer games.

Assessment Component:

Due to the nature of this course, evaluation is on going. Each unit builds on principals mastered from previous units. Successful completion of each unit is necessary for success in this course. The value of each unit is proportional to unit length. Theory covered throughout the course will be assessed by quizzes and tests that are multiple choice, matching and short answer(s). Individually created games will be evaluated using a criteria based template that covers topics such as graphics, sound, theme, game play, playability, etc. Student created games will be evaluated both by student(s) and instructor.

Learning Resources:

- Game Maker Version 6.0(Program)
- PhotoDraw Version 2(Drawing Program)
- Corel Draw 10(Drawing Program)
- Book: Awesome Game Creation

Additional Information:

This is a beginning course that should help student's discover if their interest in video games is stronger than simply playing them. One computer per student is essential to make this course work. There are several Game Making Programs available for the PC; however, Game Maker 6 is quite powerful, affordably priced, and offers useful teaching resources.